

24 MAY 1988

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MEMORANDUM FOR: Office of Personnel

FROM:

Plans Officer, Office of Training and Education

SUBJECT: NAPA Request for Information

Cover Memo for
training info

The attached material is keyed to the following specific requests for information by NAPA:

REQUEST 1

- Attachment A, "The OTE Evaluation Process," describes the criteria OTE uses to develop new training programs and evaluate existing programs.

- Attachment B, the overview of OTE's FY 1989 Congressional budget submission, describes our FY 1989 objectives.

- Attachment C, "Guide to Training," describes all of our programs by course and skills area.

- Attachments D, E, and F are the completed "Schedules A, B, and C" on quantitative data requested by NAPA.

Comments: NAPA requests "views as to the quality and adequacy" of training programs. OTE's base funds enable the Office to offer a comprehensive program of instruction that meets most of the Agency's requirements. Like most organizations, we could do more with additional resources, but recognize that resources are limited. As to the adequacy of our training programs, this is an area best left for our consumers to judge.

REQUEST 2

- Not applicable to OTE.

REQUEST 3

- Not applicable to OTE.

REQUEST 4

a. Attachment G, "New Directions for Training: Strategic Goals," represents a three to five-year training plan drafted by OTE and endorsed by the Training Steering Committee in 1987. This plan has/will shape our training programs as well as our resource requests. All of our programs, in some way, are linked to current or future organizational missions. As described in Attachment A, the zero-based curriculum review undertaken every year is designed to ensure relevance to the Agency' mission.

b. Not applicable to OTE.

c. Not applicable to OTE.

ATTACHMENT B

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DIRECTORATE OF ADMINISTRATION
EXPENDITURE CENTER

OFFICE OF TRAINING AND EDUCATION
TRAINING CONSOLIDATED EXPENDITURE CENTER OVERVIEW
TARGET CODE 430XX
FISCAL YEAR 1989 CONGRESSIONAL BUDGET SUBMISSION

This Consolidated Expenditure Center (CEC) consists of the Office of Training and Education (OTE), which provides centralized instruction to Agency personnel and, on a selected basis, to personnel from other agencies and departments.

The Office develops and conducts programs in operations, foreign languages, personal security, counterterrorism, analysis, regional studies and topical issues, management, information systems, orientation, and secretarial, administrative, and communications training. In addition, OTE administers the Agency's external training and provides guidance on the selection of appropriate programs.

OTE conducts the Agency's Career Training Program and administers a Language Incentive Program to build and maintain the foreign language capability of Agency personnel. OTE also directs the Soviet Realities Institute to enhance the knowledge and understanding of collectors and analysts on the Soviet Union, and supports the Center for the Study of Intelligence, which serves as a catalyst for intra-Agency debate and collaboration.

The major goals of OTE in FY 1989 are to:

- o Provide training and retraining for the Agency's major occupational groups to ensure that our people keep pace with technology advances and new techniques in their areas of expertise.

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DIRECTORATE OF ADMINISTRATION
EXPENDITURE CENTER

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 - o Continue to aggressively expand alternative methods of delivering training in the U.S. and abroad--including self-study, computer-based training, interactive video disc training, satellite and cable broadcasting, and more learning centers.
 - o Ensure adequate training to support the expanding use of automated information systems and personal computers.
 - o Implement a comprehensive training program for trainers to improve the quality of our instruction and to enhance the professionalization of our career service.
 - o Improve the efficiency and accessibility of our registration system to meet the increasing demand for training.
 - o Continue to meet the increasing demands for training in management, executive development, personal security, operations, analysis, counterterrorism, topical and regional issues, and foreign languages.
 - o Implement a revitalized and high visibility marketing strategy to ensure that our consumers are well informed and receive training that meets their needs.

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ATTACHMENT A
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THE OTE EVALUATION PROCESS

TRAINING THAT
COUNTS
FOR CIA

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“The Central Intelligence Agency is committed to achieving excellence. We recognize that our employees are our most valuable resource. The development of their capabilities is key to achieving our mission, and training is central to that process. We strongly believe training is an investment not an expense.”

**Executive Committee statement
on Goals and Values for
Training (November 1985)**

Introduction

The Office of Training and Education is a service organization. We exist only to help the Agency accomplish its mission. Our part of the mission is to provide “training that *counts* for CIA.”

To meet this objective we have established four criteria for evaluating our contribution to the Agency.

- **RELEVANCE**—meeting the priority needs for Agency training.
- **IMPACT**—making a difference.
- **QUALITY**—having the best training available anywhere in terms of content and style.
- **EFFICIENCY**—making the best use of the time invested in training.

We follow a rigorous evaluation process to assess training at each stage of development, from inception to delivery.

Relevance

The training we offer must meet the current priority needs of our Agency audience. To identify those needs, we conduct training needs assessments, review each new course, and conduct a yearly "zero-based review" of our entire curriculum. To maintain the relevance of our programs, we seek the opinions of those we train. We are guided by review panels and task forces which evaluate programs developed to meet Agency requirements.

Needs Assessments

We have surveyed the needs of three of the directorates through comprehensive questionnaires distributed to the people in those directorates. We have completed a survey of the Directorate of Intelligence (1983), the Directorate of Science and Technology (1984), and the Directorate of Operations (1986).

Each survey was different, reflecting the particular circumstances of the directorate. The last survey was the most ambitious. It asked *each* person in the directorate—from the bottom of the bureaucratic ladder to the top—to identify the specific skills needed to perform his or her job and whether training would help. We and the Operations Directorate now have a comprehensive array of data on what it takes to do the work of the directorate. Most important, the survey showed that our training program is meeting the current needs of the Directorate of Operations. But we also now know what kind of new training we need to develop to meet the changing skills required by the directorate.

We are planning a Directorate of Administration survey. When it is completed, we will have the data necessary to provide specific training for all the directorates. Then, to keep current, we will do it all over again.

We have also conducted surveys Agency-wide, such as the regional and area studies survey (1986) and the management training survey (1986).

New Course Review

Before we add any new course to our curriculum, we take a close look to determine the precise audience and the specific need it is to meet. This review requires that the consumer be involved in the development of the course, identifying the areas of knowledge and skill that training is to address. This process ensures that we offer only those courses which are of value and meet priority requirements. In the first part of 1986, OTE established 30 new courses and launched planning studies for the introduction of 32 more. Because of the review process, we also turned down 10 proposed courses and significantly modified some 18 of the 30 new ones offered.

Zero-Based Review

Annually, we review the entire OTE curriculum. We examine the extent to which each course directly complements the Agency's mission. Where questions of relevance arise, we ask more hard questions: Does the training requirement still exist? Have there been changes in the target audience or subject matter which affect course relevance? Are new technologies available, for example, interactive video or computer-based training for delivering the course more effectively?

In FY 1986, 50 courses were identified for evaluation as a result of the annual review process. We deleted 20 from the curriculum and revised the others.

External Review

The Office of Training and Education has established several panels and task forces to review particular courses or training programs for continued relevance. Some of these panels review training critical to a specific directorate. For example, the DI has established such a panel composed of the ADDI and several office directors to review the Analytical Training Program. Training which is not designed for a specific directorate, yet is critical to the Agency as a whole, is also guided by the findings of a task force. The Executive Development Task Force provided significant guidance on the Agency's Management and Executive Development Training program.

Training Steering Group

Senior management now plays a key role in helping us meet the training priority goals of CIA. In the fall of 1985, the Associate Deputy Directors were constituted as a Training Steering Committee to provide guidance to OTE on goals and major training programs. They have provided critical guidance on the Career Training Program, the Development Training Program for Mid-Career Officers, Operations Training, and Management and Executive Training. One recommendation by the ADDs will result in OTE offering a Master's Degree Program in Engineering and the Related Sciences through the use of broadcast video from the campuses of several leading U.S. universities.

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Impact

The training we offer must result in an improvement of the skills or knowledge of those being trained. High impact is learning applied directly to the work of the Agency. We have several ways of determining if we have succeeded. We evaluate for both immediate and long-term impact.

Testing

To determine immediate impact of training, we test students. Proficiency tests are used in language and computer skills training. We use individualized assessments in operations training. Role playing and simulations assess student capabilities to successfully apply learning in such programs as Management Training and Analyst Training.

Credit for training is contingent upon successful testing in about 30 percent of our courses. The Agency investment in training mandates that we do more pass-fail testing, particularly in those programs like Secretarial Training where promotion may be contingent upon training. We plan to do more.

Performance Back on The Job

The ultimate test of training is the impact it has on student performance back on the job. Although difficult to measure, improved performance is the most important criterion for assessing training. In 1986 we conducted an impact study of management and supervisory training which contributed to the decision to substantially revise the content of some of the courses and to better define the target audiences. We intend to conduct several other impact studies during FY1987.

Quality

Relevance and impact are necessary but insufficient criteria for fully evaluating the quality of our training. To further ensure we are delivering the best, we constantly review the content and design of courses and assess instructor competence.

Content

At the end of each course running, we evaluate the content for depth, intensity, and scope. Conducted by the course director and instructors, the end-of-course evaluation is a mechanism for identifying and fixing glitches as they occur. These evaluations typically consist of student opinions about the course, student accomplishment of course objectives, and instructor observations and insights. As a result of these evaluations, courses typically undergo minor revisions between the end of one running and the beginning of the next. Modifications are aimed at tightening course content to match learning needed on the job and at strengthening the presentation of course material. Substantive experts and line managers help assess the content and provide guidance.

Design

Our courses must be intellectually and, in some cases, emotionally challenging. We strive to push our students to make them active learners, not passive recipients of information. Design and technique and style of delivery are factors against which we analyze our courses. We test each course at the end of each running to see if we can do better at presenting material that forces the burden of learning on our students and challenges them to learn—a difficult and high standard.

Instructor Competence

Given our sophisticated audience, we can afford only the best instruction. All new instructors must now be certified before they enter the classroom. This certification involves both training and a rigorous individual assessment by a recognized group of training experts. Our more experienced trainers benefit from more advanced training designed to enhance current capabilities and develop new skills. We take seriously the need to have well-trained instructors in front of our classes.

Efficiency

The Criteria of Time

Because time spent off the job is expensive time, we must deliver training efficiently. We review all courses to ensure that we are time efficient. In the first half of FY1986, we significantly reduced the length of 15 courses. We also look for alternative means of delivering training which will permit employees to remain on the job while they learn. We now offer five computer-based training programs accessed through the Agency's main computer system. Here students can learn while at their desks, at their own pace, and at times convenient to them. We have also developed several self-study manuals accompanied by audio tapes for computer skills training. We are pushing hard to deliver more training through the computer and self-study because it's efficient.

We have also opened a Learning Center at the Headquarters Building which is equipped with video-audio and computer equipment for independent study. Use of the Learning Center has grown dramatically from less than 175 users in December 1985 to over 500 in June 1986.

Results

Training that *Counts* for CIA

Evaluating for RELEVANCE, IMPACT, QUALITY, and EFFICIENCY has produced impressive results in the last six months. Since January 1986, we have evaluated nine training programs, established 10 task forces, revised over 31 courses, deleted 20 more, and aggressively expanded our self-study programs. Five computer-based training programs are now on-line, and three are under contract to be introduced later in FY 1987.

We are committed to providing only that training which helps Agency employees better contribute to the Agency's mission and priority objectives.

WE MEAN IT

- TRAINING THAT COUNTS
- LEADING THE WAY IN TRAINING
- WORKING TO BE THE BEST
- OUR PEOPLE ARE THE SOLUTION



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ATTACHMENT *R-2* *C*
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GUIDE TO TRAINING



Office of Training and Education

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- Training that *counts* for CIA

From OTE Credo

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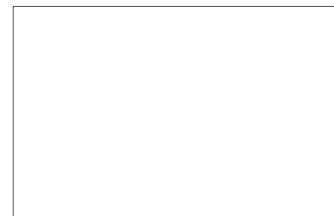
GUIDE TO TRAINING

in the
Central Intelligence Agency

July 1987

This guide was prepared by the Office of Training and Education.

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INTRODUCTION

The Office of Training and Education has prepared this *Guide to Training* for the personal use of employees. Our purpose is to give you a handy reference for surveying opportunities for training that will help you do your job better, expand your understanding of the Agency mission and your role in it, and contribute to your career development.

With capsule descriptions, this *Guide* states what each course is about, how long it takes, and who it is designed for.

We encourage you to use this *Guide* as a starting point in looking for training options. For additional information and for counseling, consult your component training officer, who can provide access to the OTE *Catalog of Courses* and *Schedule of Courses*. These publications contain details on frequencies and dates of course runnings, locations, class sizes, grade ranges, prerequisites, and registration deadlines.

OTE's mission is to provide training that *counts* for CIA. This means that the structure, the nature, and the range of our training must change with the changing requirements of CIA. Training is not static; it is dynamic. For example, in the past year we conducted three extensive "needs" surveys and had ten task forces reviewing parts of our curriculum. We canceled 35 courses, made 31 revisions in programs and courses, established 32 new courses, and launched planning studies on another 32 courses. This process of evaluation and renewal must, and will, continue.

We hope that this *Guide* will help you, the employee, and you, the manager, better understand the training that is available, and hence stimulate thinking about the role training can play in enabling each of us to work more effectively in pursuit of our common objectives. Moreover, we hope this *Guide* will stimulate CIA employees to take an increasingly active interest and role in making training serve the Agency's needs. This may mean giving us the benefit of your ideas, of your praise and criticism, or of your own work directly in behalf of CIA's training effort. We want and need your help.

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Director of Training and Education

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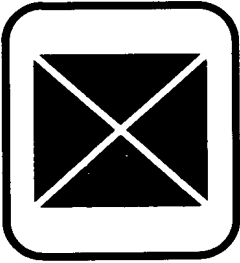
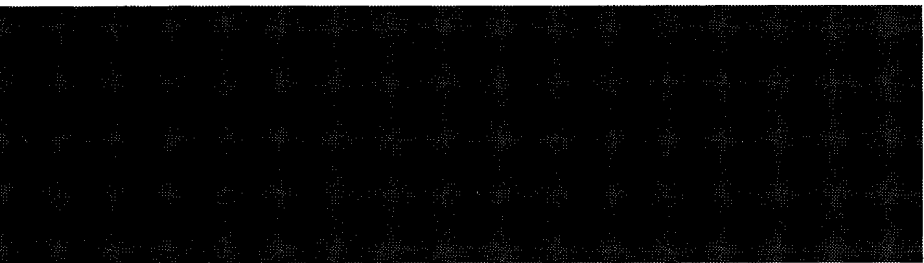
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ANALYTICAL SKILLS





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This block of courses concentrates on topics relevant to the analysis process. Intelligence assistants, analysts, and supervisors in the Directorate of Intelligence are the primary target audience but officers from other directorates will also find some of these courses of great value.

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DI Intelligence Writing Workshop

Focuses on the production of finished intelligence with emphasis on the mission and philosophy of the DI as it relates to the written product, with extensive writing exercises stressing style and form. The workshop is not a substitute for the New Analyst Course. Five days.

Designed for new DI analysts who entered their assignment via some route other than direct hire as an analyst.

DI Overview

Provides an introduction to the DI and its organization and to the elements involved in producing finished intelligence for policymakers. Helps students to understand the current intelligence production process, to recognize the types of DI publications, to become familiar with the DI writing style, and to task collection systems. Two days.

Designed for individuals who are not analysts but who need a general orientation on the DI intelligence process to better perform their duties which are tangential to the process.

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Economics for Non-Economists

Prepares non-economists to understand economic analysis as undertaken in the DI. Covers principles of microeconomics and macroeconomics, income determination and national accounts, comparative economic systems, economic development, international economic activities and economics of national security. Entails extensive reading and some problem solving. Two-hour sessions twice a week for six weeks.

Designed for supervisors, analysts, collectors, and others who interact regularly with DI economic analysts.

Experienced Intelligence Assistants Course

Emphasizes judgmental, analytical, and presentational skills intelligence assistants are expected to demonstrate when supporting production of DI finished intelligence. Covers identifying intelligence issues; gisting; drafting *National Intelligence Daily* items, staff notes, and biographic reports; self-editing; marshalling evidence; structuring information; briefing techniques; expressing levels of certainty; exploiting information collection systems; and career development. This is a follow-on to Introduction to Intelligence Assistance. Five days.

Designed for DI personnel assigned to an intelligence assistant position for at least one year.

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Introduction to Intelligence Assistance

Emphasizes judgmental, research, and interpersonal skills that intelligence assistants are expected to demonstrate when supporting production of DI finished intelligence. Covers time management, effective communication, working in groups, researching, identifying key intelligence issues, source documents used in analysis, evaluation of sources, evidence, gisting, and DI production process. Discussion of computer use in DI, e.g., what a data base is, how it is built, and status of computer usage in DI. Six days.

Designed for DI intelligence assistants assigned within past year.

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Military Analysis Survey

Overview of the discipline of military analysis. Provides elementary understanding of: fundamentals of military analysis; variety of analysis conducted in the military analytic community, with focus on capabilities; military economics; insurgency; warning; and military analysis in crisis support. Addresses sources, systems, data requirements, policy needs, and process of developing competent military analysts. Five days.

Designed for supervisors, staff officers, and senior analysts responsible for management and review/coordination of military analysis. Intended primarily for individuals with little background in military affairs.

National Warning

Provides current information about warning responsibilities of analysts and managers, including reporting formats and procedures. Also covered are National Warnings System, policymakers' responses, barriers, and deception. Exercises involving analysis and writing warning notices are included. Six days.

Designed for intelligence analysts/supervisors.

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New Analyst Course

Prepares incoming professional employees for assignments in DI. Focuses on enabling students to understand analytical process and produce finished intelligence. Includes exercises simulating production of items for DI publications. Emphasizes need to provide timely and accurate support to policy-makers. Gives students a basic understanding of intelligence mission, organization, and responsibilities. Five weeks.

Designed for DI analysts with less than three months on duty.

Seminar on Intelligence Analysis

Focuses on process of analysis and presents a structured approach to problem solving. Comprises techniques for defining the problem, dealing explicitly with assumptions, generating alternative scenarios and evaluating them systematically, and presenting unambiguous conclusions. Demonstrates ways to apply these techniques to overcoming organizational barriers in the analytic process. Participants use their own analytic problems and work through them using techniques presented. Two weeks.

Designed for analysts with at least three years of analytic experience. Exceptions are common and must be discussed with the course director.

Seminar on Intelligence Successes and Failures

Increases understanding of barriers to timely anticipation of critical developments (e.g., cultural differences, deception, bias, overconfidence) examines DCI/DDI recommendations for improved analysis (e.g., effective relations with policymakers, challenging assumptions, multiple explanations) relates seminar's lessons to students' current analytical responsibilities. Participants discuss experiences with complex analytical problems (anticipation of wars, revolutions and unusual political, economic, military, and scientific developments). Case studies prepared to illustrate causes of intelligence failure and requirements for more effective analysis. Six days, part time.

Designed for DI analysts/supervisors directly involved with complex analytical problems.

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Seminar on the Producer-Consumer Relationship

Intended to sharpen awareness of need and means for making intelligence assessments more useful for consumers. Features exchanges between DI analysts and supervisors and representatives of consumer organizations—including National Security Council, Congress, and Departments of State, Defense, Treasury, and Commerce. Both before and after these exchanges, DI participants present group reports on how requirements and problems of the relationship are viewed. Two days.

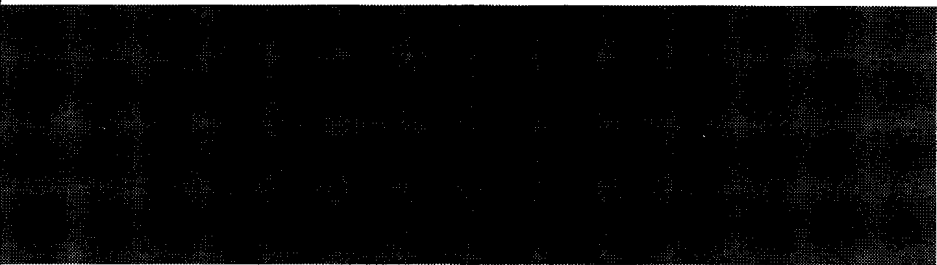
Designed for DI analysts and supervisors.

Supervision of Analysis Seminar

Seminar approach to examine common problems encountered by DI branch chiefs. Lectures, video presentations, and group discussions focus on production planning and review processes, use of PARs as management tools, ways to establish creative work environments, and personnel administration within DI. Three days.

Designed for DI branch chiefs who have been in the position for less than a year.

BRIEFING SKILLS





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This block of courses is designed to help individuals improve their oral communication and briefing skills. Appropriate for personnel in all directorates.

Briefing Technical Material

Provides professional employees an understanding of briefing techniques. Emphasis on scientific/technical material. Includes effective briefing skills which demonstrate good audience analysis, organization, delivery, preparation of appropriate visuals, and handling question/answer sessions. Videotaped exercises used with critiques to sharpen briefing skills. Five days.

Designed for DS&T professionals preparing/presenting briefings on technical materials/topics. Others may attend on space-available basis.

Briefing Techniques

Focuses on message aspects of briefing. Emphasis on analyzing audience, setting briefing objectives, selecting and organizing content, and preparing and using briefing aids. Briefings will be videotaped. Four days.

Designed for employees with current or anticipated briefing responsibilities.

Effective Oral Presentation

Helps develop understanding of principles underlying effective speaker communication, additional skills as both effective oral communicators and critical listeners. Consists of lectures, class/group discussions, individual oral presentations, handouts, and immediate feedback from others. Videotape playback used to augment feedback. Four days.

Designed for secretaries/administrative support employees wishing to increase self-confidence, improve skills for making oral presentations, and improve ability for communicating in front of groups.

Instructional Systems Design Workshop

Provides framework for those who plan, develop, implement, and evaluate Agency training programs. Variety of in-class assignments and a field project. Teaches development of training programs based on student-centered instruction. Students analyze organization, trainee/job needs, goals, and priorities; determine program resources, constraints, and delivery systems; write performance objectives; develop lessons and materials supported by appropriate selection of instructional media; learn steps to assess instructional programs using formative/summative evaluation methods. Five days. Offered only upon request.

Designed for personnel who manage/design/implement instruction-oriented programs.

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Instructor Training Course

Develops instructors through microteaching. Presentations practiced in supportive group environment with normal complexities of classroom (class size, scope of content, and time) reduced. Feedback helps students analyze/improve their performance. Designed to develop successful student-centered teaching strategies; determine learning outcomes of instruction; develop lesson plans incorporating conditions needed to cause learning; select and implement various interactive techniques/methodologies in conducting and assessing instruction; and use audiovisual equipment in support of instruction. One week. Offered only upon request

Designed for instructors teaching predetermined and developed course content.

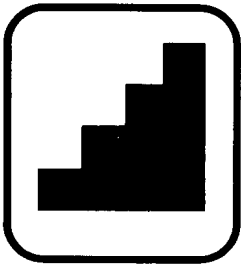
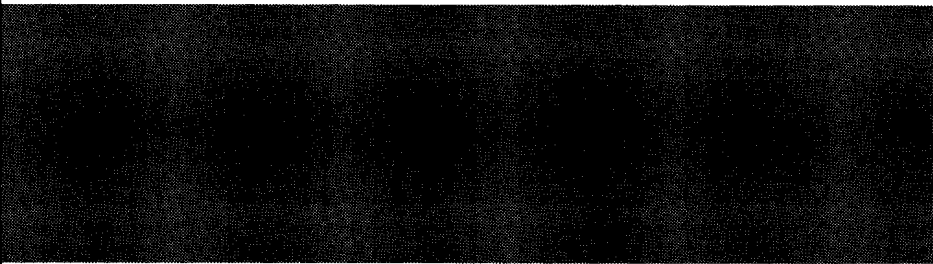
Professional Briefing Workshop

Concentrates on polishing delivery of briefing. Emphasis on skills, behaviors, and techniques for effective, professional platform performance. Topics, discussions, and exercises focus on developing briefers' awareness, sensitivity, and delivery skill in nonverbal communication, use of language, and vocal capability. Three days.

Designed for middle- and senior-level managers and analysts with significant briefing responsibilities. Also for those who have either completed a briefing course (e.g., Briefing Techniques) or gained competence in the selection of content, organization, audience analysis, and setting objectives through practical experience in briefing.

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CAREER TRAINING PROGRAM

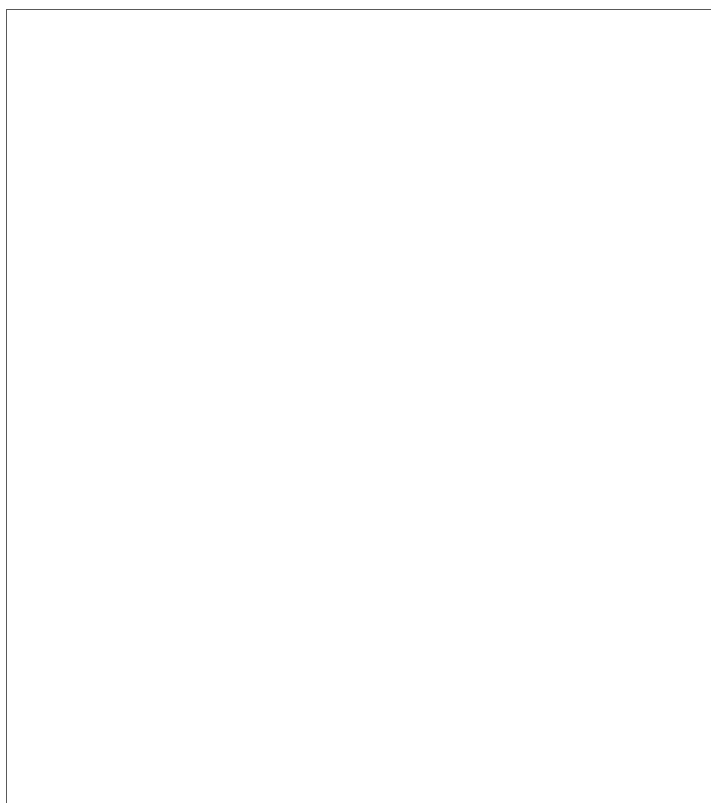




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The Career Training Program prepares junior professionals in all four directorates for long-term Agency careers. The program consists of generalized training on CIA and the intelligence profession as well as directorate-specific orientation, skills training, and on-the-job interim assignments. Although the majority of Career Trainees are recruited from outside the Agency, the program is open to current employees under the age of 35 who meet the qualification standards. The training extends for approximately one year.

The sequence of activities varies according to the directorate. What follows is a representative sample of the program.



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Administrative Career Trainee Course

Provides familiarity with responsibilities and functions of the offices in the Directorate of Administration. Each office presents a survey of its activities, including tours of facilities, small group discussion, and problem-solving exercises. Mandatory for DA Career Trainees. Three weeks.

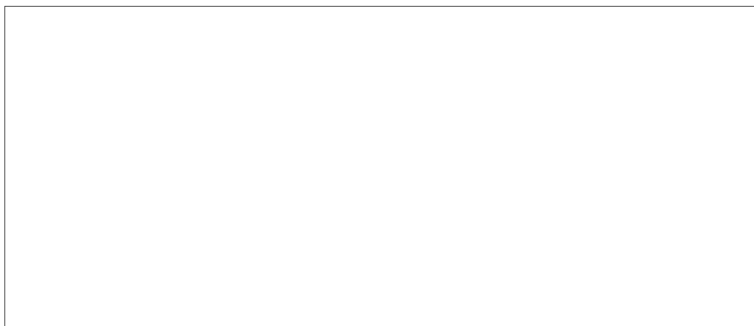


Confidential**DS&T Career Trainee Course**

Provides Directorate of Science and Technology junior professional officers with skills and knowledge to make them immediately productive in their directorate assignments. Subjects addressed include: the role of science and technology in intelligence; getting things done in the DS&T; communication skills; DS&T program management; and career development. Course also includes practical exercises in writing and briefing, and field trips to selected DS&T offices. Mandatory for DS&T Career Trainees; other DS&T junior professional officers admitted on a space available basis. Three weeks.

Analysis Training Course

Prepares incoming Directorate of Intelligence officers for assignments in the directorate. Focus is on enabling students to understand the analytical process and write finished intelligence. Students participate in exercises simulating production of items for DI publications and receive an introduction to automated data processing equipment used in the directorate. Mandatory for DI Career Trainees. Three weeks.



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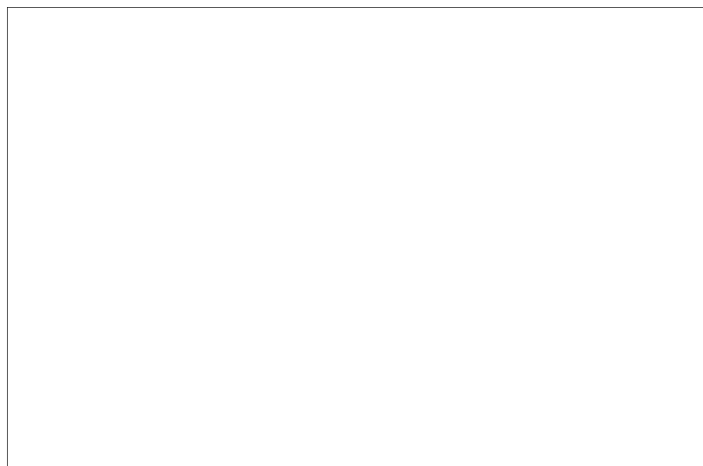
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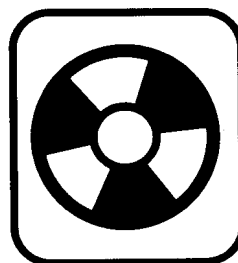
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Interim Assignments

Provide on-the-job training for Career Trainees, primarily in the Headquarters area. Trainees are placed in offices throughout the Agency, given as much responsibility as they can handle, and evaluated on the quality of their performance. Students have interim assignments in their sponsoring directorates and in at least one other directorate. Mandatory for Career Trainees. Eight to twelve weeks.

COMPUTER SKILLS



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This block of courses is designed for computer users. The courses fall into four general categories:

1. Skills for users of the Agency VM system;
2. Off-line word processing skills;
3. Skills for users of special systems.
4. Skills for users of personal computers.

The Office of Information Technology conducts advanced courses for computer professionals. For information about those courses, call 746-1492.

Fundamentals of VM

VM/SP (Virtual Machine/System Product—IBM system) allows computer users to store/retrieve/change information. Teaches VM concepts/features, i.e., keying operations for data entry, creating new files, changing/manipulating lines of file, and using special functions of an editor to aid change process. After completion student will be able to:

1. Gain access to a mini-disk on VM by using a LOGON procedure
2. Use and distinguish between CP, CMS, and XEDIT commands
3. Create, modify, and delete files
4. Communicate with other VM users by sending messages and files
5. Create printed output

Two and one-half days. Self-study Fundamentals of VM available on videotape at OTE Learning Center, Room GF-39 Hqs.

Designed for employees with access to VM system (a USERID and password) whose jobs require use of VM but who have not previously created and modified files in a computer.



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Intermediate VM

Teaches more advanced options of VM and XEDIT commands. After completion student will be able to:

1. Define and format temporary disk space or storage
2. Link to other disk to share files
3. Compare the contents of files
4. Use COPYFILE to combine, split, and reformat files
5. Use more features of VM commands to manipulate files

Two days.

Designed for experienced VM users needing to know advanced options of VM and XEDIT to increase productivity.

SCRIPT

Introduction to SCRIPT text formatting language. Some topics covered:

The SCRIPT file
Page layout
Spacing
Formatting modes
Page control
Paragraph layout
Manuscript layout
Special features

Two days. Self-study SCRIPT available on videotape at OTE Learning Center, Room GF-39 Hqs.

Designed for the experienced VM user who is/will be preparing correspondence/memoranda/reports on VM.

Introduction to AIM

Teaches VM users to participate in Agency's electronic mail network, AIM. Introduces 24 basic commands including creating, editing, sending and replying to documents. Instructor-led, on-line demonstrations and student use of same commands at terminal. Combination of on-line demonstration and student on-line practice with commands and workshops enables students to:

1. Create and edit AIM documents
2. Exchange documents with other AIM users
3. Create AIM folders
4. Store documents in AIM folders
5. Copy, move and print AIM documents
6. Query AIM system for information

One day. Self-study Introduction to AIM videotape and Guide available in the OTE Learning Center, Room GF-39 Hqs. Computer based training AIM course also available on-line.

Designed for employees requiring frequent information exchange with others on AIM.

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Intermediate AIM

Teaches more advanced concepts/commands available in AIM system. Introduces more complex options and use of other new commands/capabilities. Primary objective: provide useful, more efficient applications in AIM environment to those with firm background in AIM. Instructor-led, on-line demonstrations of commands and options. Completion of on-line examples and workshops to review command options/applications. One day.

Designed for advanced AIM users (at least three months daily use).

AIM Administrators Course

Overall guidance for AIM administrators in performance of duties. Gives ways to optimize performance of AIM system by using it more efficiently. General review/workshop of advanced AIM features included. Half day.

Designed for new (up to one year) AIM administrator who is (or will be) the one in the office fully knowledgeable about AIM. Knowledge of AIM document creation and transmission is necessary.

AIM Models

Lectures and workshops on creating and modifying existing AIM models. Information on AIM interpreter and what happens to documents as they are displayed, edited, filed, and sent. Experience in creating alias files and using them in models. Two days.

Designed for advanced AIM users needing to build/modify models.

NOMAD2 Application Development

Overview of the NOMAD2 data base management system. Includes data definition; creating data base description (or schema); loading data into, making changes to, and reporting from data base. In addition, discussion of relational data bases and explanation on how to create temporary data bases from existing data bases. Three days. Computer based training NOMAD2 course available on-line.

Designed for employees who will develop, maintain, and/or generate reports from NOMAD2 data base. No previous data base experience necessary, but must be able to use XEDIT line-editing commands.

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NOMAD2 Procedures

Teaches how to store NOMAD2 requests (as a procedure) in CMS files. Includes controlling execution using GOTO, IF..THEN, DO..END statements; creating and debugging cataloged procedures; using symbolic parameters; using ON conditions; and loading transactions into NOMAD2 data base. Lecture, discussion, workshops, and exercises allow opportunity to build and test procedures. One day.

Designed for experienced NOMAD2 users. Knowledge of CMS/XEDIT language essential.

NOMAD2 Formatted Screens

Gives ability to create screen menu on-line (i.e., interactively) and as procedure stored in CMS file. Introduction to use of formatted screens as way to update NOMAD2 data base. Provides guidance through technique for building formatted screen. Topics include arrays, form descriptions, attributes, utility commands, and program function keys. Lecture/discussion with both "paper-and-pencil" and terminal workshops. One day.

Designed for experienced users of NOMAD2 base management system needing to perform records management activities on data bases. Knowledge of NOMAD2 procedures is essential.

Fundamentals of SAFE

Covers the creation and manipulation of MAIL files, searching strategies in AIM and INQUIRE, as well as the use of the windowing capability of the Delta Data 7260/8260T. Deals with those aspects of SAFE that are not taught in other classes—i.e. familiarity with VM and AIM will be needed as prerequisites. Three days.

Designed for users newly introduced to the SAFE Delivery 2 System.

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Introduction to SAS

Includes all SAS topics taught by SAS Institute Inc., in its course, SAS Programming for New Computer Users. Tailored to Agency's VM/CMS computer system. Focus on those SAS capabilities identified as encompassing majority of user applications. Originally developed for statistical applications (Statistical Analysis System). Basic SAS system now provides tools for data handling, report writing and programming, as well as statistical analysis. VM/CMS system used/includes computer terminal workshops/interpretations of results obtained. By end of course, students will be able to:

Designed for anyone wishing to use SAS in current job.

1. Access SAS on Agency's main computer system
2. Create SAS data sets (format required for SAS analyses)
3. Execute simple SAS procedures on simple SAS data sets
4. Create reports of results obtained
5. Interpret results

Two days. Computer based training SAS course available on-line.

Host-based Word Processing (HBWP)

Enables users with little/no computer experience to create, edit, and print documents. Employs OIT-produced software, operating under VM system using Delta Data 7260 and 8260 terminals. Sequence of menu-driven procedures. Hands-on exercises. Documents created in HBWP environment automatically SCRIPTed and filed in VM as SCRIPT files allowing access, manipulation, and transmission to other users via commands available in VM, AIM, or HBWP systems. Two and one-half days. Self-study Host-Based Word Processing available on videotape at the OTE Learning Center, Room GF-39 Hqs.

Designed for employees wishing to create, edit, and print documents using word processing features on VM.

Fundamentals of Word Processing-NBI

Provides understanding of word processing concepts, various systems, and components. Basic word processing training conducted with hands-on exercises on NBI System 3000. Includes formatting of correspondence procedures unique to Agency. Focus placed on security implications and guidelines to be followed. Two days. Offered only upon request.

Designed for new or infrequent users.



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Fundamentals of Word Processing—WANG

Provides understanding of word processing concepts, various systems, and components. Basic word processing training conducted with hands-on exercises. Equivalent to Alliance-10 conducted by WANG. Includes Agency-unique formatting correspondence procedures. Focus placed on security implications and guidelines to be followed. Three days.

Designed for new employees only.

COMIREX Automated Management System (CAMS) Language and Functions

Gives new user basic understanding of purpose, capabilities, functions, and limitations of CAMS. Covers CAMS files, learning how to build and submit nominations for collection/exploitation, and how to query system for pertinent information. Terminal exercises provide extensive hands-on experience in controlled CAMS environment. Password access to CAMS granted only after successful completion. Credit for completion considered successful completion of GIMS User Language. Prerequisite: TS—SI/TK clearance and completion of VM/CMS/XEDIT self-study guide. Two weeks.

Designed for CAMS terminal users. Analysts/requirements officers needing fundamental working knowledge of CAMS. Nominations by intelligence organizations.

Decision Support and Information System for Terrorism (DESIST)

Provides understanding of DESIST system and basic computer skills needed to use DESIST system effectively. By end of course, students will be able to:

1. Access DESIST system
2. Receive and send electronic mail
3. Retrieve information from DESIST data bases
4. Generate standing requirements for automatic receipt of terrorism-related intelligence information on a daily basis.
5. Create/maintain/modify personal computer files.

Five days.

Designed for authorized DESIST users. Nominations by intelligence organizations approved by the Counterterrorism Center, DO.

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Personnel Resources Information Management (PRIM)

Lecture/terminal workshops enable personnel officers, assistants, and other users of PRIM to effectively use system to support Agency human resource management. By conclusion of course, students will be able to:

1. Query PRIM files/create reports using Delta Data terminal
2. Execute/use procedures unique to PRIM
3. Create/maintain VM/CMS files
4. Transfer information from PRIM/through VM/into AIM/vice versa
5. Communicate with Data Base Administrator/other PRIM users via electronic mail system (AIM)

Offered in segments of three and two days. Credit for completing PRIM is considered successful completion of GIMS User Language/Introduction to AIM requirements.

Designed for personnel officers/ personnel assistants and others identified as having need to use PRIM system.

Fundamentals of REXX

Lectures, in-class exercises, and terminal-oriented workshops designed to teach how to write REXX (Restructured Extended Executor) programs. Explains structure, syntax, and use of REXX language at introductory level. REXX, a new, flexible programming language much like PL/I with full programming capability, is best suited for writing command programs (execs). Workshops based on adapting CP/CMS commands to individual needs by storing frequently used commands in a disk file. Upon completion, student will be able to develop and execute REXX programs and will have basic knowledge of top-down programming constructs/techniques. Two days.

Designed for advanced VM users, computer programmers, programmer/analysts, and technical support personnel.

GIMS II User Language

Lectures and classroom exercises using Delta Data terminal. All exercises performed on-line using GIMS developmental processor. Instructor assigns GIMS userid and password for use during course. Topics covered include:

1. Familiarization with Delta Data 7260 and 8260 terminals as tools for using GIMS.
2. Examination of GIMS data base concepts.
3. Learning GIMS language and syntax to retrieve, add, change and delete data contained in GIMS data bases.
4. Familiarization with use of GIMS menus.

Two days.

Designed for anyone currently using GIMS/planning to use GIMS in near future. Attendees of CAMS or PRIM courses should not enroll.

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Personal Computer Familiarization

An introduction to the use of personal computers in Agency work. Instruction on disk operating system and word processing and calculating applications. This course is recommended but not mandatory as a pre-requisite for other personal computer courses. One day, or two days with hands-on exercises. Computer based training material for this and the next two listed courses is available at the OTE Learning Center, GF 39 Headquarters.

Designed for employees whose duties require or will require use of a personal computer.

Introduction to dBase III Plus

Instruction on the dBase III Plus database management system for use on personal computers. Lecture, discussion, demonstration, and hands-on exercises teach students to:

1. Create and modify a database
2. Retrieve specific information
3. Use mathematical/statistical function for data analysis
4. Sort data and format reports

Designed for employees whose duties require use of dBase III Plus on a personal computer.

Completion of Personal Computer Familiarization recommended as pre-requisite. One day.

Introduction to Lotus 1-2-3

Lotus 1-2-3 is a software package for IBM and compatible personal computers which combines extensive spreadsheet capabilities with limited graphics and information management capabilities. Students learn to produce worksheets organized in row and column formats and to perform calculations and rapid recalculations when changes are made to existing values. Completion of Personal Computer Familiarization or equivalent personal computer experience is recommended as pre-requisite. One day.

Designed for personal computer users who wish to apply this software package on the job.

Introduction to Microsoft Word

Enables students to acquire a basic understanding of word processing features and capabilities of Microsoft, a software package created to take advantage of the increased memory of the IBM PC and PC-compatible microcomputers. Personal Computer Familiarization is recommended but not mandatory as a pre-requisite. One day.

Designed for employees whose duties require use of Microsoft on a personal computer.

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**EQUAL EMPLOYMENT
OPPORTUNITY TRAINING**



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Professional Woman's Course

Assists women in identifying and examining barriers to effective leadership and in exploring and developing approaches for increasing managerial effectiveness. Topics include risk taking, nonconfrontational strategies, team building, conflict, communication, mentors, and networks. Presented through lectures and discussions and reinforced by role playing and team exercise. Five days.

Designed for women assigned to management/leadership roles.

Women's Executive Leadership Development

Provides professional women a fresh perspective about their life options. Students acquire a better comprehension of power, risk, and change, and learn strategies which will encourage greater support for their advancement. Created as a follow-up to the Professional Woman's Course, although the PWC is not a pre-requisite. Four days.

Designed for women GS-11 and above. Nominations by Directorate Senior Training Officers or Equal Employment Opportunity Officers.

Professional Man's Course

Identifies some of the barriers in society which work to defeat male/female communication and cooperation. An understanding of the differing points of view, language, and perceptions between men and women working together is employed to break down the barriers and promote full utilization of all employees. One day.

Designed for professional men who have or expect to have management responsibilities. Nominations by Directorate Senior Training Officers or Equal Employment Opportunity Officers.

Urban Awareness Seminar

Acquaints participants with awareness of urban setting in America, dealing with complexities of racial, cultural, ethnic, social, and economic differences. Addresses racially and sexually based attitudes and shares sharp incisive revelations in these areas. Explores dynamics of black/white relationships and accompanying tensions and explains them through role reversal procedures. Two days.

Designed for Agency employees at all levels.

FINANCIAL ADMINISTRATION



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Budget Workshop

Teaches the skills necessary to prepare Agency budgets. Students receive a comprehensive picture of the budget process. They prepare a budget for an office using a team approach, do an Agency ranking exercise, and participate in a mock congressional hearing. Five days.

Designed for GS-11 to GS-13 officers who need hands-on experience in budget preparation.

Certifying Officer's Course

Provides newly appointed certifying officers with knowledge of authority, responsibilities, and legal requirements. Problem areas covered include travel, corporate cover, compensation, time and attendance cards, and contracts. Explains regulations, notices, handbooks, Office of General Counsel opinions, and Comptroller General decisions. Reviews case studies. Two days.

Designed for OF careerists given new or renewed certifying authority.

CIA Financial Systems

Overview of Agency's Financial System (AFS) consisting of Financial Resources System (FRS) and General Accounting System (GAS). FRS contains Agency budget data, while GAS is used for day-to-day obligation/accounting activity. Emphasis placed on FRS and its use in budget execution phase via use of computer terminals to make on-line queries. Interaction of AFS with other systems, present/future, also covered. Two days.

Designed for personnel who are/will be assigned to positions requiring use of computer terminals to respond to budget (execution) questions from senior management.

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Contract Process

Develops skills in the Agency method of contracting from requirements definition to contract settlement and close-out. Students develop requirements, statements of work, source evaluation criteria, as well as negotiation tactics. Eight days. (Also shorter specialized runnings.)

Designed for officers needing an understanding of the contract process.

Domestic TDY Travel Workshop

Instruction in administration and computation of domestic TDY travel. Includes preparation and dissemination of Form 540B. Covers methods of computation for domestic TDY travel-actual subsistence (when TDY is performed in a high-rate geographic area), per diem (when TDY is performed in a lodgings-plus area), and mixed mode. Guidance provided by specialists from Central Travel Services on particular domestic TDY travel questions. Two days.

Designed for secretarial and other personnel engaged in detailed administration and computation of domestic TDY travel.

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General Accounting System (GAS) Workshop

Introduction to Agency's computerized accounting system. GAS contains two data bases: ORN data base and general ledger data base. Bases interact to provide data necessary to maintain official Agency financial records. Covers various interfaces with other computerized finance and logistics support systems. Terminal used to input on-line commitment, obligation, encumbrance, and expense data. Instruction also provided in coding of off-line voucher data into GAS. Intended to improve input and help students recognize errors and make corrections. Three days.

Designed for finance careerists currently or soon to be assigned to position requiring on-line input of commitment, obligation, and expense data. Also for non-finance careerists who have been designated to perform certain financial functions.

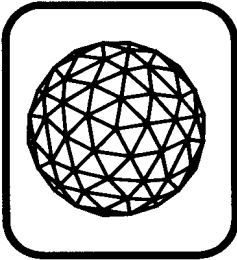
Introduction to Budgeting for Managers

Gives mid-level managers a better understanding of the requirements necessary for budgeting Agency resources in support of program requirements. One day.

Designed for GS-13 to GS-15 managers.

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FOREIGN LANGUAGES





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Full-Time

Foreign language training helps employees develop the speaking, listening, reading, and writing skills they need to live abroad and work effectively. Cultural awareness is taught along with the language. Intensive programs involve up to six hours daily in class, plus language laboratory work and outside preparation. Full-time training lasts from six to ten months or more, depending upon the difficulty of the language. Courses are available in:

- | | |
|--------------------|----------------|
| Arabic | Italian |
| Bulgarian | Japanese |
| Chinese | Korean |
| • Cantonese | Lao |
| • Mandarin | Norwegian |
| Danish | Polish |
| Dutch | Portuguese |
| English as Foreign | Romanian |
| Language | Russian |
| Farsi | Serbo-Croatian |
| Finnish | Spanish |
| French | Swedish |
| German | Thai |
| Greek | Turkish |
| Hungarian | Vietnamese |
| Indonesian | |



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Part-Time

Part-time speaking and reading programs are offered at Headquarters in Arabic, Chinese, French, German, Hungarian, Italian, Japanese, Romanian, Russian and Spanish. Part-time classes at Chamber of Commerce in other languages may be arranged. Duration: as required.

Designed for beginning, intermediate, and advanced students.

Total Immersion

Residential total immersion programs isolate students in an environment where only the foreign language is used. These programs are conducted in French, Spanish, German, and Russian. Three weeks.

Designed for employees with an operational language need who already possess a good control of the language but must raise their proficiency to the professional level.



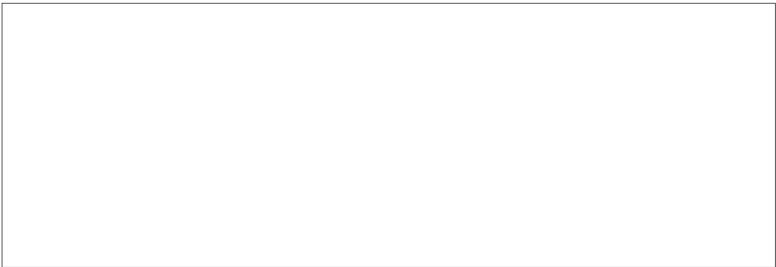
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Survival

Survival language training in French, German, Japanese, Russian and Spanish covers practical everyday situations such as greetings and introductions, shopping, ordering meals, and traveling. Two or three weeks.



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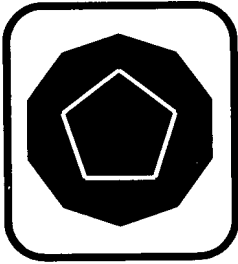
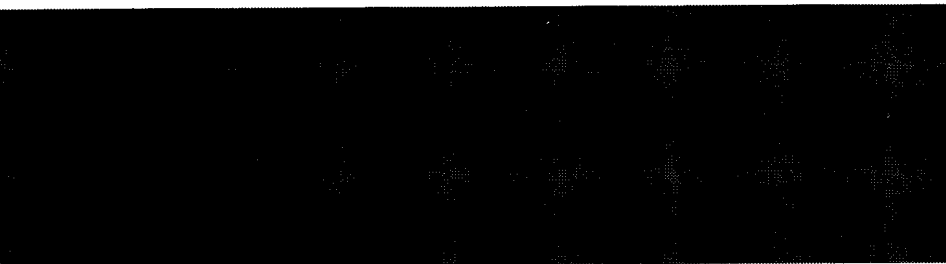
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ORIENTATION

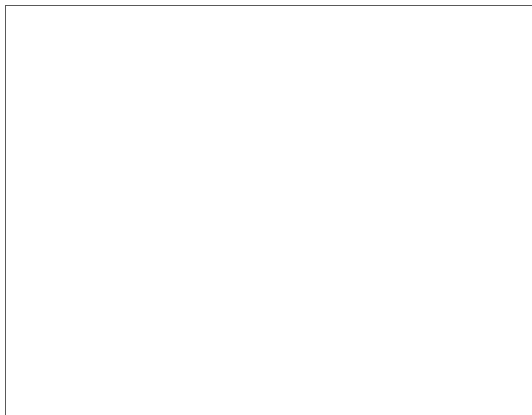


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**Administration Directorate Trends and Highlights**

Overview of significant Directorate of Administration (DA) developments, interactions, and/or interdependencies within the DA. Presentations are given by senior representatives from each DA office and are supplemented by an evening meeting with the Deputy Director for Administration and a comprehensive course exercise. Two days

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**Agency Orientation and Office Procedures**

Mandatory training for new administrative support personnel. Describes CIA organization and functions. Explains rights and responsibilities of employees. Includes job-related skills, concepts, and operating procedures. Five days.

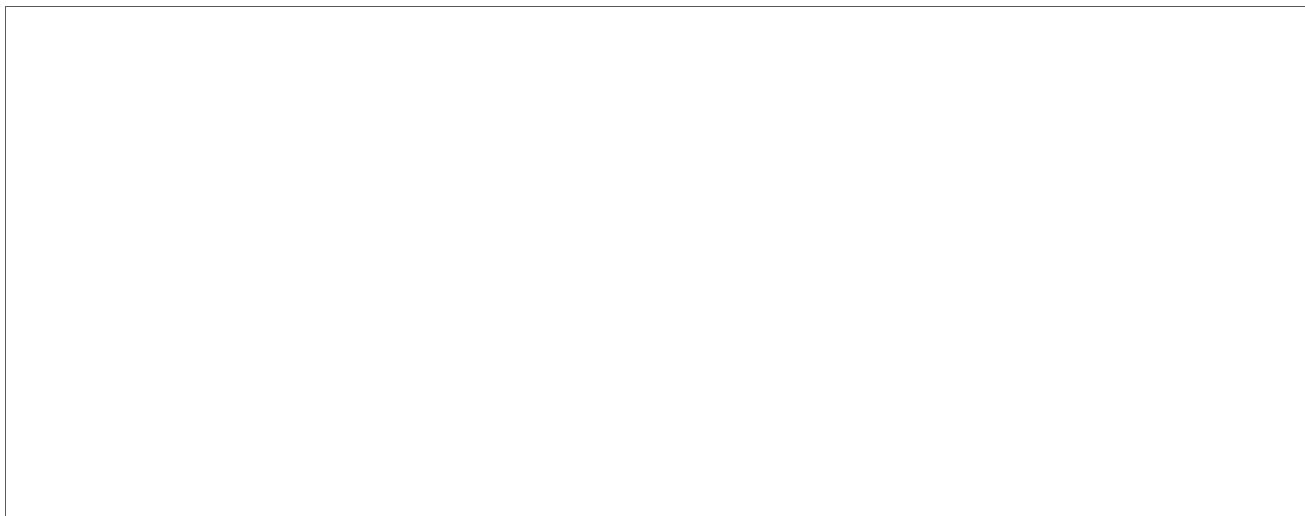
Designed for secretaries and administrative support personnel.

Introduction to CIA

Mandatory orientation for new Agency professionals. Describes CIA's organization, functions, and responsibilities. Provides awareness of contribution of each directorate to intelligence process. Covers those issues endemic to the CIA affecting each employee, e.g., personnel management, EEO, training, cover, and security. Five days.

Designed for new professional employees (three to six months of Agency employment) and, on case-by-case basis, those recently acquiring professional status.

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REGIONAL AND SOCIETAL STUDIES





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China Familiarization

Survey of Chinese history and culture, geography, resources, and economic, political, and social patterns. Focus on impact of recent economic changes and triangular relationship involving China, Soviet Union, and United States. Five days.

Designed for professional employees with assignments related to China.

Communism in the Contemporary World

Focus on principles of Marxism and its various interpretations and importance of legitimizing function that ideology plays in Soviet politics and foreign policy. Looks at how Moscow employs communist front groups to further its own interests. Examines relationships of Marxist insurgent movements with communist countries that back them. Five days.

Designed for professionals who could benefit from fundamental understanding of communism and Marxism.

Understanding Insurgency and Counterinsurgency

Enhances student's ability to analyze, collect intelligence on, direct, and evaluate insurgent or "low-intensity conflict" situations. Four days.

Designed for analysts, operations and reports officers who could benefit from an introductory course.

International Economics Issues

Overview of key problems and issues in international economics, including: economic problems of developed, less developed, and communist countries; international trade and monetary problems; and aspects of international cooperation. Includes day-long capsule on relevant economic theory. Presentations by Agency specialists with assistance from representatives of other agencies or academic community. Reading and daily homework assignments. One week.

Designed for Agency employees whose jobs require general understanding of international economic issues.

International Narcotics Intelligence Issues

Roles of US government agencies dealing with narcotics issues, drug production and trafficking areas, and legal and economic factors relating to the problem. Students gain a better understanding of narcotics problem and nature and range of effort to cope with it; become aware of missions, functions, and responsibilities of agencies involved in collection, analysis, and control of narcotics intelligence. Three days.

Designed for individuals going overseas with narcotics intelligence collection requirements or personnel involved in analysis of narcotics-related issues.

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Understanding Terrorism

Looks at current trends in terrorist group activity and its effect on US policy. Focuses on techniques and methodologies useful in analytic assessments. Includes a demonstration of terrorist weapons and explosives. Three days.

Designed for analysts, operations and reports officers new to terrorism analysis.

Middle East Survey

Surveys Middle Eastern societies and examines key intelligence issues such as factors that have shaped the societies; concerns that dominate the politics of the region and affect US policy; and Soviet policy and activity in the region. Includes information on personal security and operational environment for those going TDY or PCS. Five days.

Designed for professional employees from all directorates who deal with Middle Eastern issues.

Seminar on Revolution in Latin America

Students evolve a working definition of revolution, examine methodologies for predicting revolution, and look at major revolutionary experiences in Latin America. Focuses on Cuba's impact as a role model for and supporter of revolutionary groups throughout the region. Students are assigned a topic and required to give a short oral presentation on it. Four days.

Designed for professional employees who deal with Latin American issues.

Soviet Union

For information on courses designed to strengthen our understanding of the Soviet Union, turn to the Soviet Realities Institute Section.

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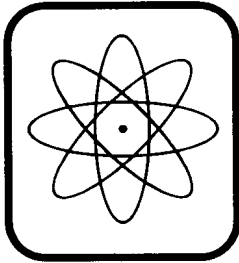
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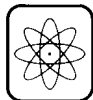
Technology Transfer

Describes problems facing the US government in attempts to control technology transfer. Using case studies and speakers from the intelligence community, the course provides an understanding of current analytic methods and intelligence problems associated with technology transfer. Three days.

Designed for collectors or analysts newly assigned to the technology transfer problem.

SCIENTIFIC AND TECHNICAL SKILLS



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Briefing Technical Material

Provides understanding of briefing techniques. Emphasis on scientific/technical material. Includes effective briefing skills which demonstrate good audience analysis, organization, delivery, preparation of appropriate visuals, and handling question/answer sessions. Videotaped exercises used with critiques to sharpen briefing skills. One week.

Designed for DS&T professionals preparing/presenting briefings on technical materials/topics. Others may attend on space-available basis.

Contract Process Course

Develops skills in the Agency method of contracting from requirements definition to contract settlement and close-out. Students develop requirements, statements of work, source evaluation criteria, as well as negotiation. Two weeks.

Designed for DS&T officers needing an understanding of contract process.

Intelligence Process Seminar

Overview of intelligence process, community and its relationships, capabilities/limitations of human and technical intelligence collection systems, difficulties in safeguarding intelligence information, challenges to good intelligence analysis, and role of intelligence in national policy-making mechanism. One week.

Designed for DoD and CIA managers/engineers responsible for developing national foreign intelligence collection systems and related technologies.

Introduction to Nuclear Power and Radiation

Tutorial in non-technical language on basic design and operation of nuclear power plants. Includes nuclear power generation, fission process and controlling factors, types and sources of radiation, biological effects of radiation, nuclear power plant systems, and reactor emergencies. Three days.

Designed for employees needing an understanding of design and operation of nuclear power plants.



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Managing the S&T Professional

This workshop supplements the required Agency management courses by addressing specific DS&T issues and experience. The content emphasizes those areas of greatest importance for a first-line DS&T supervisor/manager. The focus is on what makes the S&T professional different from other Agency employees; how this difference affects various management techniques available to the supervisor/manager; and how to use these techniques effectively. Students are evaluated on their classroom participation and contribution in achieving workshop objectives. Three days.

Required of all new first-line S&T managers. Should be taken after "Managing in CIA" and "Leading People in CIA."

Negotiate to Win

Offers an overview of the negotiating process. Focus is on the practical, no-nonsense approach and winning techniques. Two days.

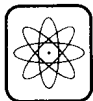
Designed for managers, supervisors, contracting officers, and others who want to improve their negotiating skills.

Seminar on Rapidly Advancing Technologies

Surveys rapidly advancing technologies that can affect a nation's industrial leadership and/or weapon systems threat capability. Consists of series of tours through facilities engaged in leading-edge technologies. Discussions with R&D experts. Agency experts brief on foreign high technology, associated intelligence questions, and technology transfer problems. Eleven days.

Designed for Agency professionals whose position requires analysis of specific industrial activities or understanding of the political, economic, and societal impact of industrial developments.

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**Seminar on Assessment and Future Impact
of Foreign Sciences and Technologies**

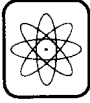
Briefings by scientists from various organizations on US needs in S&T forecasting. Representatives of the Intelligence Community review forecasting activities. Consideration given to availability of S&T data and its better utilization. Explains principal forecasting methodologies and applies them to typical industrial, economic, and intelligence problems. Two weeks.

Designed for Agency professionals in positions requiring analysis of S&T data, understanding of forecasting methodologies, and ability to forecast implications of advancements in S&T on a nation's industrial leadership and/or threat capability.

Writing in the DS&T

Provides grounding in basic writing principles. Emphasis on technical formats and documents used in DS&T. Goal is to produce finished written products which reflect good audience analysis, organization, and paragraph and sentence structure. Exercises give students opportunity to demonstrate capability and receive constructive criticism. One week.

Designed for DS&T professionals who prepare documents on technical subjects. Others may attend on space-available basis.



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S&T Scientific Seminar Series

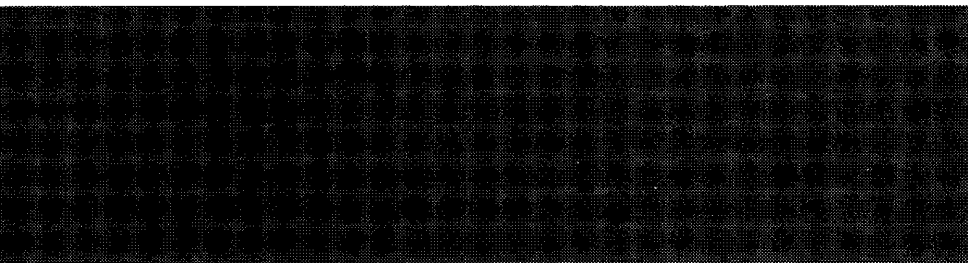
Courses in this series provide state-of-the-art information on emerging technologies in the scientific and engineering fields. The program prepares technical professionals to meet the challenges of career growth to keep abreast with rapidly changing technologies. The focus is on theory and applications. The series expands as the DS&T Senior Training Officer identifies and validates topics.



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SECRETARIAL SKILLS





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Courses described on these pages are an integral part of the Agency's Secretarial Career System. For further guidance on how training meshes with new system, see the OTE brochure, *Secretarial Training*.

Career Management Workshop

Offers information concerning Agency positions and opportunities and direction helpful in exploring career options and alternatives, with attention also given to changes implicit in office automation trends. Lecture, discussions, and self-assessment tools provide basis for workshop. Two days.

Designed for secretaries/administrative support personnel wishing to enhance their career potential.

Correspondence Workshop

Guidance for standardization and preparation of memorandums and letters. Correspondence Handbook (HHB 70-5) provides focus for material covered. Two days.

Designed for employees recently assigned duties requiring knowledge of Agency memorandums and letter format or who want to update skills.

Developing Writing Confidence for Secretaries

Explores ways to achieve writing confidence. Offers instruction on methods of revision, giving and getting feedback, and developing a disciplined approach to writing tasks. Three days.

Designed for secretaries wanting to become more confident and effective in understanding and completing writing tasks.

Effective Oral Presentation

Develops understanding of principles underlying effective speaker communication, additional skills as effective oral communicators and critical listeners. Consists of lectures, class/group discussions, individual oral presentations, handouts, and feedback from others. Four days.

Designed for secretaries/administrative support personnel wishing to increase self-confidence, improve skills for making oral presentations, and improve ability for communicating in front of groups.

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Confidential**Employee Development Course**

Helps students develop and use interpersonal skills to enhance performance and make more active contributions in jobs. Training in human relations, communication in organizations, motivation, human resource development, conflict resolution, and goal setting. Four days.

Designed for secretaries/administrative support personnel wishing to enhance their interpersonal skills.

Essentials of Writing for Secretaries

Brush-up workshop to improve on-the-job ability to write clearly and concisely. Daily writing assignments on work-related topics. Individual counseling sessions provide feedback. Includes review of basic rules of punctuation, subject-verb agreement, and pronoun usage. Requires solid grasp of fundamentals of standard English. One week.

Designed for secretaries with writing responsibilities who wish to write clearly and concisely.

Geography Workshop

Emphasizes political geography. Familiarizes administrative employees with the major areas of the world and relates these locations to Agency areas of operation. Speakers include area specialists. One day.

Designed for administrative support personnel whose duties involve correspondence with overseas areas.

Getting Your Ideas Across

Addresses differences between assertive, aggressive, and non-assertive styles of communication. Interpersonal communication skills and negotiation techniques discussed. Includes lecture, class discussion, role plays, and feedback. One day.

Designed for secretaries/administrative support personnel wanting to improve communication skills and ability to have their ideas heard and accepted.

Gregg Shorthand Refresher

Reviews Gregg shorthand theory and develops shorthand writing ability from minimum of 50 words per minute to maximum of at least 80 words per minute (pretest administered). Includes written exercises, speedbuilding, and transcription practice. Ten weeks, part time.

Designed for secretaries/administrative support personnel needing to improve shorthand skills for current or future job assignments.

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Intelligence Issues

Focuses on how the Agency deals with current intelligence matters. Covers the intelligence process, the role of the Agency and of other organizations within the intelligence community, and functions of Agency offices. Issues include terrorism, narcotics, the Soviet Union, and instability. Seven days.

Designed for executive secretaries.

Management Skills for Secretaries and Administrative Assistants

Focus on self-awareness, management skills, concept of management, organizational politics, interpersonal communication (listening, giving and receiving feedback, assertive skills), time management, decision making, and goal setting. Includes role plays and group activities. Held away from Headquarters area to provide the opportunity to create a support network for discussing issues relevant to organizational and personal growth. Three days.

Designed for secretaries/administrative support employees wanting to increase organizational and personal effectiveness and develop their potential. Prerequisite to Supervisory Skills for Secretaries.

Professionalism in the Office

Focuses on creating and maintaining a professional image. Emphasizes professional office etiquette, proper office dress and grooming, and human relations in the office environment. One day.

Designed for secretaries/administrative support personnel.

Proofreading Course

Reviews the essentials of grammar and punctuation for the first three days and proofreading techniques for the final day. Includes lecture, class discussion, written exercises, and tests. Four days.

Designed for typists, secretaries, and administrative assistants.

Quickhand

Teaches an easy-to-learn system of shorthand based on the English alphabet. Skill-building techniques are used to develop Quickhand note-taking speeds to 80 words per minute, the Agency shorthand qualifying speed, and transcription competence at the typewriter. Eight weeks, part-time.

Designed for secretaries whose positions require shorthand skills.

Confidential

Stress Management

Workshop focusing on aspects of stress in daily life—both on and off the job. Covers nature, causes, and effects of stress; exercises to reduce stress; and strategies to cope with stress. Gives positive general feedback techniques to help make transitions and meet life's demands. One day.

Designed for secretaries/administrative support personnel wishing to learn how to manage stress.

Supervisory Skills for Secretaries

Follow-up to Management Skills for Secretaries and Administrative Assistants Course. Covers giving performance feedback (positive and negative); supervising and influencing others; secretary as a trainer; professional image; and leadership in groups. Five days.

Designed for secretaries and administrative assistants supervising other support personnel. Must be responsible, formally or informally, for giving performance feedback to others and supervising work flow of others.

Time Management

Emphasis on effective time management procedures. Covers techniques for effectively planning and controlling time to maximize efficiency. One day.

Designed for secretaries/administrative support personnel who want to improve the ability to manage their time and work flow.

Typing for Speed and Accuracy

Skill-building to increase typing speed and accuracy. Provides individualized help with specific typing problems. Tests given during course so students can measure their progress. Not a remedial typing course. Three weeks, part time.

Designed for secretaries/administrative support personnel needing to improve typing skills.

Women in the Work Force

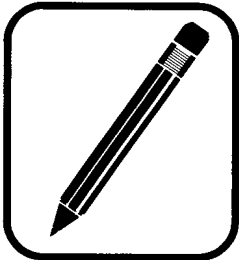
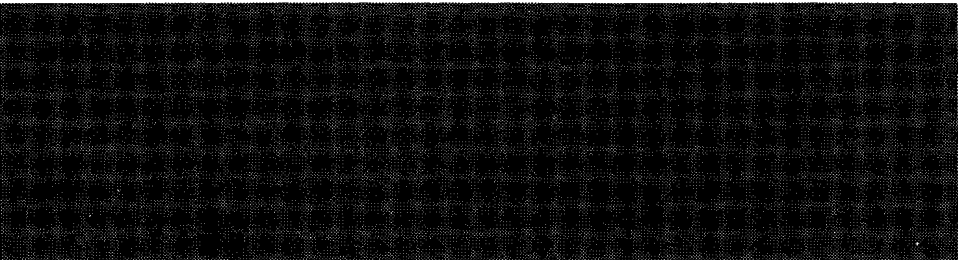
Focuses on how women are perceived in an office environment and how their actions affect job performance and advancement. Three days.

Designed for secretaries/administrative support personnel who have had at least three years of work experience.

Confidential

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WRITING SKILLS



Confidential

Advanced Writing

Teaches how to develop strategies to produce focused, organized writing that meets readers' needs. Exercises given on pre-writing skills, organizational techniques, and methods of revision. Six days, part time.

Designed for employees who spend 50 percent or more of their time writing, who are already good at it, and who want to get better.

Developing Writing Confidence

Explores ways to achieve writing confidence. Offers instruction on methods of revision, giving and getting feedback, and developing a disciplined approach to writing tasks. Three days.

Designed for employees wanting to become more confident and effective in understanding and completing writing tasks.

DI Intelligence Writing Workshop

Focuses on the production of finished intelligence with emphasis on the mission and philosophy of the DI as it relates to the written product, with extensive writing exercises stressing style and form. Five days.

Designed for new DI analysts who entered their assignment via some route other than direct hire as an analyst.

Essentials of Writing

Brush-up workshop to improve on-the-job ability to write clearly and concisely. Daily writing assignments on work-related topics. Individual counseling sessions provide feedback. Includes review of basic rules of punctuation, subject-verb agreement, and pronoun usage. Requires solid grasp of fundamentals of standard English. One week.

Designed for employees with writing responsibilities who wish to write clearly and concisely.

Editing Problems and How to Solve Them

Workshop concentrates on detecting and correcting the errors that occur most frequently in the preparation of Agency publications. Covers issues such as levels of editing, exercise of judgment, and editorial overkill. Two days.

Designed for employees who edit Agency products

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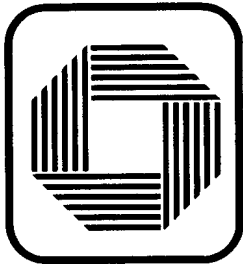
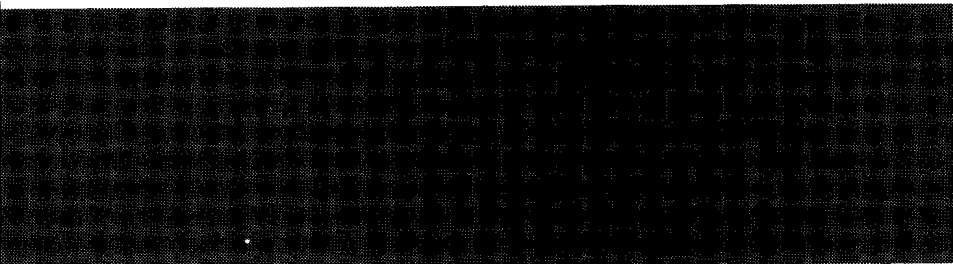
Technical Writing Workshop

Focuses on structure and wording of technical material. Includes planning, organizing, writing with clarity and economy, and writing to inform. Stresses audience analysis and effective organization. Three days. Offered only upon request.

Designed for scientists, engineers, technicians and others who must communicate complex technical information to technical or non-technical readers.

Confidential

SOVIET REALITIES INSTITUTE





Confidential

The principal objectives of the Soviet Realities Institute program are to:

- a. Bring up to speed quickly officers who work on the USSR but whose academic or professional background on the Soviet Union is limited;
- b. Strengthen the understanding of Soviet specialists in areas not of their specialty;
- c. Strengthen the understanding of the totality of the Soviet Union as a political problem for the United States and as the first priority intelligence issue for CIA;
- d. Challenge and enrich the perspectives of Soviet specialists;
- e. Build a stronger sense of community among Soviet analysts and collectors.

Perspectives on the Soviet Union

Scholars offer their views on how to understand Soviet behavior and the goals, processes, and activities of the Soviet Union. Three to five-day seminars, with reading, lecture, and discussion.

All these courses are designed for professional officers from all directorates with assignments related to the Soviet Union.

Specialized Blocks

Foreign Policy

Assessment of the foundations, goals, and activities of Soviet foreign policy. Speakers drawn from both the intelligence and the academic communities. One half day a week for ten weeks.

Military Policy and Programs

Focus is on Soviet military doctrine and organization; capabilities for conventional and nuclear warfare; specific issues of current interest. One half day a week for twelve weeks.

Science and Technology

Examination of the process for producing intelligence on Soviet science and technology, and consideration of the organization and capabilities of the Soviet S&T effort. Speakers drawn from the intelligence community and emigres. Five days.

**Confidential****Economy**

Structure and functioning of the Soviet economy; assessment of key sectors, including defense, foreign trade, the "second economy," and agriculture, and the contribution of Western technology. Speakers drawn from the academic and Agency communities. One half day a week for twelve weeks.

Domestic Politics

Study of the nature and functioning of the Soviet political system, with case studies of major issues and processes. Speakers from the academic and Agency communities. One half day a week for twelve weeks.

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USSR Country Survey

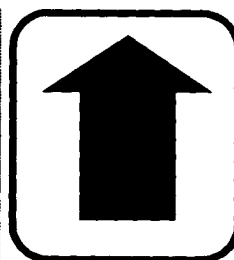
After a short historical introduction, survey concentrates on current conditions, including Soviet interpretations of Marxist-Leninist doctrine, Communist Party and government organization, the social system, and foreign policies. Focuses on USSR's economic stagnation and growing military capabilities and assesses prospects for change on domestic and foreign policy fronts under Gorbachev regime. Nine days.

Designed for professional employees working on Soviet Union or related subjects.

Confidential

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**MANAGEMENT/LEADERSHIP
DEVELOPMENT**



Confidential

The new Agency training program for management development emphasizes two mandatory courses for new managers/supervisors, "Managing in CIA" and "Leading People in CIA." Senior Agency management expects that all new supervisors GS-11 and above will take these courses. Directorate-specific management training will follow and build on these courses.

The program also includes electives—advanced management courses that can be taken by a qualified manager.

Mandatory

Managing in CIA

This overview of Agency expectations for new first-line supervisors employs instruction, case studies, and an exercise to explain the management process within CIA and to outline the accountabilities and responsibilities of Agency managers. Pre-course work includes readings as well as preparation of material to be used during the course. Students share course material and content with their supervisors after the course. "Managing in CIA" is a prerequisite for "Leading People in CIA." Three days, including two evening sessions.

Required of all new first-line supervisors GS-11 and above within their first year, preferably within the first three months of beginning a supervisory assignment.

Leading People in CIA

Develops the skills and abilities of new first-line supervisors to enable them to utilize people more effectively and productively. Explains concepts related to motivation, power, and influence, and uses role plays and video taped exercises to improve communications skills. Pre-course requirements include completion of the Management Skills Profile, a comprehensive tool to assess management strengths and to provide developmental guidance. Three days, including two evening sessions.

Required of all new first-line supervisors GS-11 and above within one year, preferably within six months, of becoming a manager.



Confidential

Directorate-Specific Management Training

Managing the S&T Professional

This workshop supplements the required Agency management courses by addressing specific DS&T issues and experience. The content emphasizes those areas of greatest importance for a first-line DS&T supervisor/manager. The focus is on what makes the S&T professional different from other Agency employees; how this difference affects various management techniques available to the supervisor/manager; and how to use these techniques effectively. Students are evaluated on their classroom participation and contribution in achieving workshop objectives. Three days.

Required of all new first-line S&T managers. Should be taken after "Managing in CIA" and "Leading People in CIA."

25X1

Supervision of Analysis Seminar

Seminar approach to examine common problems encountered by DI branch chiefs. Lectures, video presentations, and group discussions focus on production planning and review processes, use of PARs as management tools, ways to establish creative work environments, and personnel administration within the DI. Five days.

Designed for DI branch chiefs who have been in the position for less than a year. Should be taken after "Managing in CIA" and "Leading People in CIA."

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**Confidential**

Electives**Decisionmaking and Problem Solving**

This seminar focuses on the strengths and limitations of various forms of thinking employed in the decisionmaking and problem solving process. Students will apply these techniques to their current professional concerns so that both skills and substantive information learned can be used in the workplace. Three days, including two evening sessions.

Management Skills Profile Workshop

Employs the Management Skills Profile, a comprehensive tool to assess managerial strengths and development tools in a workshop for established managers. Gives managers feedback from subordinates, peers, and superiors and generates ideas for improving managerial effectiveness. Two days.

Managing Change

Highlights management skills necessary to cope effectively with a diverse employee population in a rapidly changing organization. Discussions and exercises deal with particular workplace concerns of students. One day.

Positive Power and Influence

This practical "how-to" seminar uses five influence styles. It employs pre-course information from supervisors, peers, and subordinates to develop both insight and skills through a variety of video taped applications with Agency relevance. Three days, including two evening sessions.

Recruiter Training

Familiarizes participants with the laws, regulations, policies, and procedures that govern Agency recruitment and helps them become better equipped to prepare for and conduct screening interviews. Three days.

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Selection Interviewing Workshop

Practical, job-related instruction and exercises in carrying out the selection interview. The workshop covers interviewing techniques, establishing evaluative criteria, and interpreting the results of the interview. One day.

Stress Management

Incorporates current medical research on costs of chronic stress and on practical strategies for dealing with it in professional life. Emphasis is placed on individual concerns and appropriate stress management techniques. Attention given to the stress felt by subordinates and co-workers with a discussion of approaches for recognizing and relieving it. Two days.

Time Management

A workshop tailored to assist Agency managers to realistically appraise their time planning requirements and apply simple techniques to maximize their productivity. One day.

Program on Creative Management

Intended to help managers become more successful and productive. Skilled assessors provide individual feedback based on results from test instruments and in-course observation and assessment. Introduces a process of creative management and personal development for accomplishing tasks while developing human resources. Presents ways for determining the appropriate style of decision making, making effective use of groups, employing creative problem solving, providing constructive feedback, and setting attainable goals. Six days.

Designed for middle managers, GS-14 to GS-15 in Category I or II, with two years managerial experience. (GS-13s will be considered on an individual basis). Nominations made by directorates.

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Looking Glass

Simulation and workshop developed by Center for Creative Leadership, Greensboro, North Carolina, that creates the demanding, fast-paced, complex world of a large organization. Feedback given by professional assessors provides managers a chance to reflect on what they did, how well they did it, and study implications of their actions. Five days.

Designed for Category I and II, GS-14 to SIS managers with two years managerial experience. Nominations made by directorates.

Midcareer Course

An opportunity for middle-level officers with demonstrated potential for advancement to senior positions to broaden their professional horizons and perspective of the Agency and the intelligence community. Provides environment for networking with colleagues in all directorates, as well as a forum for exchange of views with senior CIA managers. Offers increased understanding of the intelligence process through study of responsibilities and inter-relationships of various Agency offices and the intelligence community. Contrasts corporate response to organizational choices with those pursued by the Agency. Four weeks classroom with a domestic trip in the fifth week.

Designed for Category I and II middle-level officers (GS-12 to GS-14) with at least five but not more than fifteen years of combined technical and professional Agency service who need a broader outlook in executing current or prospective responsibilities.

Advanced Intelligence Seminar

Offers intelligence officers alternative viewpoints/perspectives on intelligence and its role in a democratic society. Enables senior officers to envision how key domestic/foreign policy trends may lead to alternative Agency futures and implications of these trends for organizational/operational decisions. Explores perspectives which run counter to "common Agency wisdom" and helps participants understand how societal pressures affect Agency choices. Two and one-half weeks.

Designed for GS 14-15 officers with at least ten years' professional service who will be in a position to influence Agency response to domestic/foreign trends over next five years.

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TRAINING FOR MANAGEMENT/LEADERSHIP IN CIA

Required For New Supervisors

Managing in CIA

Leading People in CIA

Directorate-Specific

Managing the S&T Professional
Operations Management
Supervision of Analysis

Electives

Program on Creative Management
Looking Glass
Decisionmaking and Problem Solving
Management Skills Profile
Managing Change
Positive Power and Influence
Stress Management
Time Management
External Management Programs
...and others

MIDCAREER COURSE ADVANCED INTELLIGENCE SEMINAR

Required for SIS Officers

Executive Seminar

Electives for SIS Officers and Selected GS-15s

The DCI Conference
Discussions with Authors
Deputy Directors' Colloquium
Power and Influence
CIA and Congress

How Executives Make Decisions
Resource Decisionmaking
Outward Bound
Managing Large System Change
Conceptual Blockbusting
Discussion with CEOs
Levinson Leadership Seminar
Creating an Effective Staff
Health and Stress Management
...and others

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SENIOR INTELLIGENCE SERVICE





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The Office of Training and Education conducts a mandatory course for all new SIS officers and offers a series of elective seminars for SIS officers and selected GS-15s. Each year OTE surveys SIS officers to determine which electives meet their particular needs for training. The electives, therefore, change from year to year.

Mandatory

Executive Seminar

Practical, job-related, research-based study of leadership presented through exchange of experience, insights, and ideas with peers, senior Agency officers, guest speakers and instructors. Assessment exercises offer participants feedback on their leadership behaviors and discussions explore what effective leadership means. Groups look at executive derailment and the types of developmental experiences top executives have found most helpful in their careers. An opportunity to establish a network of Agency peers and resources outside the Agency. Five days.

Designed for new SIS officers.

Electives

CEO Colloquium

Series of meetings with the chief executive officers of Fortune 500 corporations and other senior corporate and government executives to explore how each approaches the generic executive functions: managing change, quality control, strategic planning. One day.



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CIA and Congress

Examines the Agency's interaction with Congress and differences in perspective between the executive and legislative branches of government. Students meet with members of key oversight committees and their staffs. Panel discussion on how the Office of Congressional Affairs goes about tending to and preserving the Agency's working relations with the Hill. Three days, part time.

Conceptual Blockbusting

Examines the constraints to creative problem-solving and teaches the key processes for developing creative organizations. Designed to provide specific techniques for improving conceptual and creativity skills. One day.

Creating an Effective Staff

Examines the nuts and bolts of creating an effective staff structure in order to better manage information flow. The goal of understanding how to create these systems is to permit better decisionmaking. One day.

Colloquium with Deputy Directors

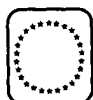
Discussions between Deputy Directors and SIS-4s on current organizational issues and management concerns facing the Agency. Designed to expand the forum for discussing systemic problems and for fostering communication at the top levels of Agency management. Evening.

Discussions With Authors

Evening discussions with well-known authors in the fields of intelligence and national security offer executives an opportunity to exchange views and examine alternative perspectives on the role of intelligence. Two hours.

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Executive Health and Stress

Provides executives a tailored physical fitness program and familiarizes them with a variety of ways of reducing stress on the job and at home. Conducted in coordination with OMS, the program increases awareness of various strategies available for reducing stress and for counteracting damaging levels of stress. One day.

How Executives Make Decisions

Intuition, although frequently discounted, is nevertheless useful for guiding major decisions, because decisionmakers rarely have enough information. This course provides feedback on present intuitive abilities and teaches how to use intuition more effectively in reaching decisions. One day.

Levinson Leadership Seminar

Created by the Levinson Institute of Cambridge, Massachusetts, this seminar explores conscious and unconscious motivations which offer insights into the management of organizations and individuals, including ourselves. Discussion groups apply the lessons of formal presentations to live Agency problems. Five days.

Managing Large System Change

By examining how decisions "accrue", participants look at techniques for managing large system change and contrast the theory with the way change normally occurs within the Agency. One day.

Outward Bound Experience

Best known of the "executive-in-the-woods" seminars, Outward Bound is offered by the Hurricane Island School of Rockland, Maine. Although physically challenging, the course is not beyond the reach of a person in average physical condition. Sailing, coastal exploration, and rock-climbing excursions challenge participants as individuals and as teams to solve problems. From these elemental experiences executives have tapped dormant sources of self-confidence, cooperative behavior, and compassion that can be applied to more mundane managerial situations. Five days.

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Power and Influence

Identifies the key skills for successfully influencing up-down and laterally in an organization. Explores how to cross organizational boundaries and influence activities in situations where formal direct authority is lacking. One day.

Resource Decisionmaking for Executives

Led by members of the Comptroller's Staff, this seminar focuses on the budget cycle and Agency resource management process. Covers roles of the Executive Committee, Intelligence Community Staff, Office of Management and Budget, and Congress. A ranking exercise simulating the kinds of issues faced by the Executive Committee is used to demonstrate the principles and difficulties involved. One day.

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OTHER TRAINING



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Agency Off-Campus Program

The Office of Training and Education, in cooperation with the University of Virginia Division of Continuing Education, sponsors the Agency Off-Campus Program in which Agency employees are the instructors and conduct classes at the Headquarters Building. *

The University of Virginia Division of Continuing Education approves the courses and the instructors, and awards academic credit to students successfully completing the courses. It also provides academic counseling to assist employees in their educational and vocational planning.

Funding by the Agency depends on:

- The relevance of a proposed course to the employee's current or prospective assignment.
- Career management policy involving formal upward mobility programs.

The Agency may require any sponsored student who withdraws from a course for reasons other than convenience of the Agency or unusual personal circumstance to reimburse the tuition and registration fees.

Course offerings include accounting, area and international studies, economics, finance, information science, management, mathematics, procurement and contracting, and writing.

A recent addition to the program is National Technological University, a consortium of the nation's leading universities, which provides graduate courses in engineering and computer science via television.



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Computer Based Training

Computer Based Training (CBT) enables you to take training at the nearest computer terminal when you need the training, and without having to wait in course queues. CBT is interactive: the course asks you questions and responds to your answers, so you know immediately how you are doing.

In most cases, the content of a CBT is the same as that offered in the classroom version. CBT usually takes less time than classroom training covering the same material.

Examples of CBT courses similar to the classroom versions are:

- Fundamentals of AIM
- Introduction to SAS
- NOMAD2 Application Development
- Using CMS
- Using XEDIT
- 3270 Training
- Job Control Language

Examples of CBT courses which are not available in the classroom:

- RAMIS Report Writing I
- RAMIS Report Writing II
- RAMIS File Design
- RAMIS Records Management
- RAMIS External Files
- Using TELL-A-GRAF
- Developing Data Processing Skills for End Users

You may "browse" any course in the CBT program, which is accessible on VM3. To gain access, log onto VM3 and at the R; prompt, type OTECBT.

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External Training Program

We in intelligence must not only keep up with the state of the art in a wide field of disciplines, but must push beyond it. While internal training can and must meet many of the requirements, external training provides the key to rounding out the Agency's unique training effort.

The Agency External Training Program includes courses and programs at interagency facilities, Department of Defense bases, the war colleges, local colleges and universities, research institutions, commercial firms, and industrial installations. The duration of these programs ranges from a day to an academic year, and the form can vary from a correspondence course to a full-time class schedule.

The Agency encourages employees to seek mission-oriented and job related educational experiences in addition to those available within the Agency. The opportunity for sponsorship for full-time academic study is available to Agency careerists who demonstrate very high potential for long-term, outstanding service.

The CIA Training Selection Board ensures that highly qualified employees are nominated to represent CIA at external programs where competition is keen and when effective Agency representation is important. The Director of Training and Education is the Chairman of the Board, and a senior officer is appointed by each of the four Deputy Directors to represent their Career Services.

The Board selects Agency participants for the senior officer schools, programs at Harvard University, the Foreign Service Institute's Senior Seminar, the Congressional Fellowship Program, and many other prestigious programs.



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**Programs Under the CIA Training
Selection Board Jurisdiction**

Armed Forces Staff College—Norfolk,
Virginia

Army War College—Carlisle, Pennsylvania

Atlantic Council's Fellows Program

Air War College—Maxwell Air Force Base,
Montgomery, Alabama

Brookings Institution Public Policy Confer-
ences for Government Executives:

Perspectives on Public Policy

Outlook on Issues on Science and
Technology

Understanding Business Policy and
Operations

National Issues Forums

Executive Leadership Seminars on Criti-
cal Public Policy Issues

Executive Leadership and the Changing
Policy Environment

Congressional Fellowship Program—Ameri-
can Political Science Association

Harvard University Programs:

Program for Senior Managers in
Government

Program for Senior Executives in Nation-
al and International Security

Program for Senior Executive Fellows

Program for Senior Officials in National
Security

Program for Management Development

Industrial College of the Armed Forces—Fort
McNair, Washington, D.C.

National Defense University—Senior Re-
search Fellows Program

National War College—Fort McNair, Wash-
ington, D.C.

Naval War College—Newport, Rhode Island
College of Naval Warfare (senior course)
College of Naval Command and Staff
(junior course)

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Office of Personnel Management

Executive Seminar Centers (two-week
programs)—Kings Point, Long Island,
New York; Kings Point Annex; Oak
Ridge, Tennessee; Denver, Colorado
Federal Executive Institute—Charlottes-
ville, Virginia
Executive Excellence Program (four
weeks)

Royal College of Defence Studies—London,
England

State Department—Rosslyn, Virginia
Foreign Service Institute's Economic and
Commercial Studies Program
Foreign Service Institute's Senior
Seminar



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Learning Center

The OTE Learning Center is open 24 hours a day, seven days a week, in GF-39, Headquarters for any Agency employee who wishes to learn outside a formal classroom setting.

Self-instruction material is available through audio, video, and computer systems in a variety of subject areas, including:

Foreign Languages

Management Techniques

Speaking and Writing Skills

Area Studies—Culture, Politics, Geography

Computer Programs and Applications

Terrorism

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ATTACHMENT

SCHEDULE A

OTE
(Organization)

TRAINING BY LOCATION DURING FY 1987

<u>Number of</u> <u>Enrollments</u>	<u>Time Spent</u> <u>In Training</u> (1)	<u>Average Days</u> <u>Training Per</u> <u>Employee</u> (2)	<u>Costs</u> (3)
--	---	---	------------------

Subtotal, training conducted
inside the organization (4)

Subtotal, training conducted
outside the organization

TOTAL, TRAINING

- (1) Give in days or years; 230 days equate to one year. For part-time training, double the time spent in classroom instruction and convert to days using the standard eight-hour workday.
- (2) Divide organization workyears during the fiscal year by the total time spent in training.
- (3) Dollars in thousands; use budget figures.
- (4) Attendance only in formal courses; do not include on-the-job training.

$$\begin{array}{r} 6.5 \\ 20 \overline{) 131} \\ \underline{120} \\ 110 \end{array}$$

$$\begin{array}{r} 2.8 \\ 20 \overline{) 56} \\ \underline{40} \\ 16 \end{array}$$

$$\begin{array}{r} 8.700 \\ 20 \overline{) 174} \\ \underline{160} \\ 140 \\ \underline{120} \\ 20 \end{array}$$

ATTACHMENT E

SCHEDULE B

OTE
(Organization)

TRAINING BY TYPE DURING FY 1987

	<u>Number of</u> <u>Enrollments</u>	<u>(DAYS)</u> <u>Time Spent</u> <u>In Training</u> (1)	<u>Average Days</u> <u>Training Per</u> <u>Employee</u> (2)	<u>Costs</u> (3)
STAT Subtotal, Management and supervisory training				
Subtotal, executive development training				
Subtotal, mandated skills training (4)				
Subtotal, training not in other subtotals				
TOTAL, ALL TYPES OF TRAINING				

(1) Give in days or years; 230 days equate to one year; for part-time training double the time spent in classroom instruction and convert to days using the standard eight-hour workday.

(2) Divide organization workyears during the fiscal year by the total time spent in training.

(3) Dollars in thousands; use budget figures.

(4) Indicate by separate noting if mandated skills training includes management and supervisory (DOES NOT) or executive development training.

* DOES NOT INCLUDE SUPPORT COSTS OR PERSONAL SERVICES COSTS
* INCLUDES SUPPORT COSTS, DOES NOT INCLUDE PERSONAL SERVICES

STAT

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NEW DIRECTIONS FOR TRAINING

ATTACHMENT G

STRATEGIC GOALS

December 1986

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BACKGROUND

The intelligence challenges the Agency faces are formidable, requiring new and multiple skills by Agency employees. These challenges, addressed by the DCI in his testimony before the Senate Select Committee in July 1986, mandate that OTE look to the future to determine the environment and the kind of training our people will require. The DCI also underscored the need to "refocus" and "revitalize" training.

This paper formulates the strategic goals and the 1987 objectives training must pursue to provide relevant and responsive training. OTE is a service organization and only exists to help the Agency and its people achieve their mission and priority objectives.

TRENDS

The strategic goals we posit are premised on several important trends which will affect the Agency and its personnel in the future years. The trends are:

- The Agency will implement a new personnel management system.
- The demand for training will increase, particularly in the area of skills and substance.
- Agency population will stop growing by FY 1989, requiring a shift from junior level training to the journeyman level.
- The population in prime recruiting ages (20 - 29) is declining, indicating that employees who EOD may enter as "second careerists."
- Colleges and universities will continue to be deficient in providing new employees with key skills like foreign languages and international affairs.
- Technological change, particularly in the area of computers and information management, will continue rapidly.
- Agency employees will change careers more frequently.
- In some disciplines, like the hard sciences, employees only five years out of school will require retooling.
- The intelligence complexities of the future mandate that managers and executives possess the breadth and the management skills to lead effectively.

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STRATEGIC GOALS

These trends require that OTE refocus its training effort. To meet this imperative, OTE has formulated a set of strategic goals for the office to pursue. These goals are:

- o MAKE TRAINING A COHERENT PART OF PROFESSIONAL AND CAREER DEVELOPMENT FOR ALL AGENCY OFFICERS.
- o RETRAIN OUR WORK FORCE.
- o DEVELOP ALTERNATIVE AND FLEXIBLE METHODS FOR DELIVERY OF TRAINING TO A DISPERSED AUDIENCE.
- o MEET THE TRAINING IMPERATIVES POSED BY INCREASED AUTOMATION AND THE USE OF COMPUTERS, INCLUDING MAKING GREATER USE OF ARTIFICIAL INTELLIGENCE AND IMBEDDING TRAINING IN COMPUTER HARDWARE AND SOFTWARE SYSTEMS.
- o DEVELOP AGENCY MANAGERS AND EXECUTIVES TO EFFECTIVELY LEAD OUR PEOPLE AND TO MANAGE THE GROWING INTELLIGENCE COMPLEXITIES.
- o INCREASE USE OF LINE AGENCY OFFICERS AS TRAINERS UNDER TUTELLEGE OF OTE TRAINING PROFESSIONALS.
- o ENHANCE THE QUALITY OF OTE CAREER SERVICE.

MAKE TRAINING A COHERENT PART OF PROFESSIONAL AND CAREER DEVELOPMENT FOR ALL AGENCY EMPLOYEES

The Agency will initiate a new pay and compensation system for CIA which will have a major impact on OTE. Training must support the implementation of this system and establish the training which will be essential for the development of professional skills. In the near term OTE must:

- provide more training in skills and knowledge areas
- provide more mandated training
- chair two of the sub-task groups
- certify competencies achieved through training
- develop more training for journeyman and senior employees

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RETRAIN OUR WORK FORCE

OTE must aggressively formulate and implement a "retraining" program for existing and new employees. "Retraining" is essential to meet the Agency's personnel needs, to keep our work force's skills up-to-date, to ensure productivity and flexibility, and to retain our people.

Some of the key elements of a retraining program are:

External Training -- To enhance and broaden the perspective of Agency officers, OTE will develop two new programs. The first will significantly expand the number of officers who take full-time external training. Our goal is to triple the number of officers working to improve or retool their skills on a full-time basis from about 30 to 90 per year.

In addition, OTE will develop a CIA "In-Residence" officer program. Through this program, senior and mid-level officers will be assigned to leading university faculties to conduct research, teach, and represent the Agency at these universities.

Internal Training -- In addition to doing more externally, a systematic and integrated internal retraining program must be built. OTE must create new training programs and expand existing ones, including:

- Establishing a Third World Institute to train a diverse--and growing--group of people who will work Third World issues but have no experience or academic training in this area.
- Developing journeyman level programs for DI analysts and DA officers.
- Building an integrated training program for training and retraining in the hard sciences.

DEVELOP ALTERNATIVE AND FLEXIBLE METHODS FOR DELIVERY OF TRAINING TO A DISPERSED AUDIENCE

The demand for training will escalate significantly not only in the Washington area but also overseas. To meet this demand, OTE will have to be more flexible in delivering training at different times and sites. OTE must expand alternative methods of delivering training, including:

- Computer-based training, and interactive video disks.

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- Self-study packages.
- Establishing learning centers at all outlying buildings.
- Broadcasting training programs on Agency cable television.
- Utilize mobile training teams to deliver training overseas.
- Train via satellite to overseas and domestic U.S. locations.

MEET THE TRAINING IMPERATIVES POSED BY INCREASED AUTOMATION
AND THE USE OF COMPUTERS

The Agency is approaching the day when a terminal on every desk will be a reality, and implications for OTE are enormous. Unquestionably, the Agency's capabilities in mainframe, personal computer, and office automation systems will expand dramatically. At the same time, OTE must train diverse categories of employees to fully exploit computer capabilities. In addition to providing basic training on different and changing systems, OTE must meet the escalating demand for applications training brought about by the personal computer explosion. OTE must:

- Imbed training in Agency hardware and software systems.
- Make greater use of expert systems (Artificial Intelligence) in training.
- Develop applications training programs.
- Provide personal computer training and train in use of various software programs for the personal computer.
- Supplement or replace computer skills training through use of self study, newsletters and other material.

DEVELOP AGENCY MANAGERS AND EXECUTIVES TO EFFECTIVELY LEAD OUR
PEOPLE AND TO MANAGE THE GROWING INTELLIGENCE COMPLEXITIES

OTE must prepare Agency managers and executives to meet the challenge of leadership posed by rapid changes in our work force and the intelligence environment. The Agency's work force holds fundamentally different values and work ideals than in the 1970s. Our employees increasingly are less tolerant of mediocre leadership; they expect to be well led and expect their superiors to set examples of "excellence."

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For first-line supervisors OTE must:

- Implement and keep viable the two required courses--
"Managing in CIA" and "Leading in CIA."
- Develop and deliver an equivalent supervisory training program overseas.
- Develop an expanded set of electives for first-line supervisors and managers.
- Develop appropriate training programs for second-level Agency managers.
- Develop the means to deliver this training through alternative techniques, like interactive self-study programs.

Executives also require training and retraining. Our senior managers will need breadth of experience and vision if we are to capitalize on new intelligence opportunities, exploit emerging technologies and deal effectively with more complex collection and analytical problems. OTE must:

- Sustain a viable set of elective seminars responsive to Agency executives training requirements.
- Develop recommendations of external training programs which will add to the breadth of our senior managers.

INCREASE USE OF LINE AGENCY OFFICERS AS TRAINERS UNDER THE
TUTELEGE OF OTE TRAINING PROFESSIONALS

OTE must receive greater assistance from the line components in delivering training. The continuing high demand for training and the specialized nature of future programs will require that the components contribute funds, equipment, and rotational employees. Quality rotational employees lend credibility and up-to-date practical experience, while easing the classroom burden on OTE. To increase use of line managers OTE must:

- Develop incentives for line officers to serve on rotational assignments.
- Develop flexible means for line officers to serve on short assignments to teach in classes.
- Involve more line officers in classroom teaching segments.

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ENHANCE THE QUALITY OF OTE CAREER SERVICE

OTE has developed a new personnel management system which is designed to identify the required competencies for skilled professional trainers, developed a certification program, increased both internal and external training to enhance competencies. OTE must:

- Actively recruit to attract the best trainers.
- Develop career tracks for trainers and training support personnel.
- Expand the training trainers program to include training for junior and senior trainers.